

## WOODLAND HEIGHTS ELEMENTARY

1216 John B. White, Sr. Blvd.

Spartanburg, SC 29306

**GRADES** K-5 Elementary School

**ENROLLMENT** 408 Students

**PRINCIPAL** Dr. Cindy J. Pridgen 864-576-0506

**SUPERINTENDENT** Dr. Darryl Owings 864-576-4212

**BOARD CHAIR** Mr. Lynn Harris 864-576-4212

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	65	21	1	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

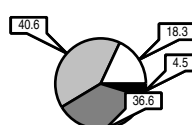
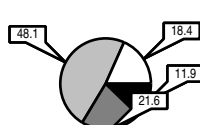
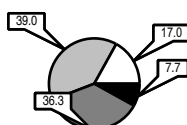
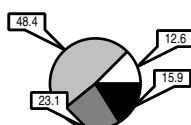
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	199	100.0	17.0	39.0	36.3	7.7	55.5	Yes	Yes
<b>Gender</b>									
Male	90	100.0	23.5	42.0	25.9	8.6	44.4		
Female	109	100.0	11.9	36.6	44.6	6.9	64.4		
<b>Racial/Ethnic Group</b>									
White	80	100.0	10.8	27.0	48.6	13.5	68.9	Yes	Yes
African-American	100	100.0	21.7	48.9	26.1	3.3	44.6	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	27.3	36.4	36.4	0.0	45.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	180	100.0	14.1	40.5	37.4	8.0	59.5		
Disabled	19	100.0	42.1	26.3	26.3	5.3	21.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	199	100.0	17.0	39.0	36.3	7.7	55.5		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	100.0	16.0	38.3	37.7	8.0	57.1		
<b>Socio-Economic Status</b>									
Subsidized meals	102	100.0	23.6	46.1	27.0	3.4	42.7	Yes	Yes
Full-pay meals	97	100.0	10.8	32.3	45.2	11.8	67.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	199	100.0	12.6	48.4	23.1	15.9	53.8	Yes	Yes
<b>Gender</b>									
Male	90	100.0	14.8	53.1	14.8	17.3	51.9		
Female	109	100.0	10.9	44.6	29.7	14.9	55.4		
<b>Racial/Ethnic Group</b>									
White	80	100.0	5.4	35.1	28.4	31.1	74.3	Yes	Yes
African-American	100	100.0	18.5	58.7	18.5	4.3	38.0	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	18.2	45.5	18.2	18.2	45.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	180	100.0	8.6	49.1	25.8	16.6	57.7		
Disabled	19	100.0	47.4	42.1	0.0	10.5	21.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	199	100.0	12.6	48.4	23.1	15.9	53.8		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	100.0	12.0	48.6	23.4	16.0	54.9		
<b>Socio-Economic Status</b>									
Subsidized meals	102	100.0	15.7	57.3	19.1	7.9	40.4	Yes	Yes
Full-pay meals	97	100.0	9.7	39.8	26.9	23.7	66.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	73	100.0	17.7	25.8	51.6	4.8	56.5
	<b>Grade 4</b>	72	98.6	19.4	41.9	37.1	1.6	38.7
	<b>Grade 5</b>	83	100.0	30.7	56.0	13.3	N/A	13.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	66	100.0	10.9	29.7	40.6	18.8	59.4
	<b>Grade 4</b>	64	100.0	22.2	39.7	36.5	1.6	38.1
	<b>Grade 5</b>	69	100.0	15.9	58.0	24.6	1.4	26.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	73	98.6	16.1	45.2	21.0	17.7	38.7
	<b>Grade 4</b>	72	100.0	19.4	48.4	21.0	11.3	32.3
	<b>Grade 5</b>	83	100.0	33.3	48.0	14.7	4.0	18.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	66	100.0	6.3	50.0	31.3	12.5	43.8
	<b>Grade 4</b>	64	100.0	19.0	44.4	19.0	17.5	36.5
	<b>Grade 5</b>	69	100.0	13.0	52.2	18.8	15.9	34.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 408)				
First graders who attended full-day kindergarten	90.9%	N/C	100.0%	100.0%
Retention rate	1.9%	Down from 2.0%	2.8%	2.7%
Attendance rate	97.6%	Up from 97.3%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%		4.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%		3.1%	3.5%
Eligible for gifted and talented	21.3%	Up from 20.7%	16.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.3%	Down from 7.0%	8.8%	8.2%
Older than usual for grade	0.2%	Down from 1.6%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	72.7%	Down from 75.0%	52.5%	51.4%
Continuing contract teachers	100.0%	Up from 96.9%	90.0%	87.5%
Highly qualified teachers**	93.8%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 84.7%	88.9%	86.7%
Teacher attendance rate	94.3%	Down from 96.8%	95.0%	94.9%
Average teacher salary	\$45,460	Up 1.5%	\$40,915	\$40,760
Prof. development days/teacher	7.7 days	Down from 8.5 days	11.8 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.5 to 1	19.7 to 1	18.9 to 1
Prime instructional time	91.5%	Down from 93.7%	90.1%	90.0%
Dollars spent per pupil*	\$6,397	Up 4.7%	\$5,720	\$6,044
Percent of expenditures for teacher salaries*	69.8%	Down from 69.9%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our motto at Woodland Heights Elementary School, "Always for Children," provides the basis for all of our child-centered initiatives to provide high standards of academic excellence in a caring, nurturing environment. Woodland Heights Elementary School is a National Blue Ribbon School of Excellence, a Colin Powell's Flagship School of Promise, an Exemplary Writing School, a Red Carpet Customer Service Award winner, and a Carolina's First Palmetto's Finest Finalist. We strive to achieve excellence in all areas for our students and our community.

The mission of Woodland Heights Elementary School in an active partnership with the community is to provide each student with the highest quality education, which is conducive to social, physical, and intellectual growth, by providing meaningful educational experiences, a challenging curriculum, and a safe environment. Our curriculum and instructional programs benefit from an emphasis on active student learning, strong teacher leadership, active parental support, and community support and involvement.

Students continue to have an active voice in decisions through our K-5 Student Council. Meaningful suggestions from our youngest stakeholders have provided improvements to our school through service project opportunities and student activities. Through our school-wide Wee C.A.R.E. Program, four service learning opportunities afforded students the chance to give back to the community and the world through the Spartanburg Animal Shelter, T.O.T.A.L. Ministries, Pennies for Patients, and the Spartanburg Children's Shelter.

Grant initiatives continue to provide additional resources to our school. Our school received \$14,000 worth of grants from EIA Incentive Grants, and Spartanburg Junior League Grants. Our Parent Teacher Organization and School Improvement Council provided many contributions of time and resources to our students and teachers. Over 4500 hours were given to our school through our valuable Volunteer Program. Over 100 active Business Partners provide additional resources to support the many programs and services of our school.

Woodland Heights Elementary School has a 41-year tradition of excellence in the community. It is our mission to continue to improve our total program by reaching one child at a time and remaining true to our motto and being, "Always for Children."

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	36	68	48
<b>Percent satisfied with learning environment</b>	100.0%	92.5%	93.6%
<b>Percent satisfied with social and physical environment</b>	100.0%	91.2%	93.3%
<b>Percent satisfied with home-school relations</b>	100.0%	92.6%	83.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.